



GRADE

4

**Instructional
Materials**

FOR THE

**CRITERION
REFERENCED
TEST**

Nevada

Grade 4

READING

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Dear educators,

The following materials, developed in cooperation with the Nevada Department of Education and our educational laboratory, WestEd, are designed to be used as part of a guided instructional activity to support student performance on assessments. While these materials can provide students with practice in answering assessment items, we believe it is critical that these materials be used to help students understand the elements of the state assessment and to guide them in the use of effective strategies that will support their ability to comprehend and take a variety of assessments. If you choose, however, to use this support document solely as a practice activity, we highly recommend that you go back over each item with students and investigate each response to better understand their knowledge of the assessment.

Purpose of Reading Text

The purpose of reading must be taught to students. The state criterion-referenced tests include four types of reading passages: literary, informational, functional, and persuasive (only at grades 6 and 7).

What is the purpose of reading these types of texts?

1. Literary text – to identify, describe, analyze, and compare characters, character traits, themes, settings, sequence, plot, conflict, resolution of conflict, and figurative language, and to make inferences and predictions.
2. Informational text – to locate essential information from text features, distinguish between fact/opinion, determine cause/effect, identify or describe main ideas, draw conclusions about text, summarize an author's ideas, evaluate an author's ideas and arguments, assess evidence to support an author's ideas, and identify unsupported or faulty reasoning of an author's position.
3. Functional text – to locate information, determine the main idea, draw conclusions, summarize information, and determine an author's purpose.
4. Persuasive text – to evaluate how an author's ideas shape the text, summarize an author's ideas, and assess the reasonableness of evidence.

When students understand the types of questions that can be asked for a given type of text, they can be better prepared for the assessment. By using these materials, you can identify, read, and discuss these different text types and the corresponding knowledge and skills students are expected to demonstrate. These same reading analysis skills can be applied to reading for core classes such as math, science, and social studies.

Vocabulary Knowledge

The Nevada Department of Education believes that students are not thoroughly being taught the content and vocabulary of the Nevada Reading Content Standards. For example, character traits, author's purpose, main idea, cause/effect, fact/opinion, analyze, and predict are terms used in the assessments at grade-appropriate levels.

Students in Nevada, therefore, must have repeated experiences with **hearing** (oral vocabulary), **reading**, and **writing** the vocabulary of the standards in order to be successful on the state test as well as classroom and district tests.

Make sure that your students know the language of the standards that are being tested. They should be able to recognize the vocabulary of the standards when you discuss them in class and read them in texts, and they should be able to effectively use the words in their writing.

Types of Questions

The reading test includes two basic types of questions—multiple-choice items for all grades (3 through high school) and written-response items for grades 4 – 8. To help prepare students for written-response questions, we have provided you with:

1. the student checklist (included in the student test booklet at grades 4 and 5)
2. the general student rubric (included in the student test booklet at grades 6 through 8)
3. item-specific rubrics

With guided instruction, students can become familiar with the different types of questions used on the state assessments. They can learn to use the checklist or rubric to determine if they have answered the written-response questions completely. Familiarity with the tools provided as part of the test and the vocabulary of the standards can result in less anxiety on the part of students and teachers. (Please note that the student checklist and general rubric can be on the walls of your classroom throughout the school year. As you assign written-response questions, students can use these tools as they develop their answers.)

These types of questions allow for the assessment of different levels of cognitive demand. The questions are developed so that students cannot just skim and scan the passages to find the answers; they must go back and re-read the text to determine the correct answer, including drawing inferences and conclusions from what they have read. Teaching students to identify, write, and use different levels of questioning skills as they read can only lead to improved achievement on classroom, state, and national assessments. We suggest that you engage students in question writing so they not only can recognize these levels of questions but can begin to formulate them as well.

Cognitive Ability Levels

The assessment of reading as part of Nevada's Proficiency Examination Program includes the assessment of three cognitive ability levels. These ability levels are based on the National Assessment of Educational Progress (NAEP) Aspects of Reading.

Forming an Initial Understanding (A-1) – Questions at this level assess the students' initial understanding of what is read. For A-1 questions, the answers can be found directly in the text or as a simple restatement of information found in the text. In addition, some Standard 1 questions (e.g., demonstrate knowledge of prefixes, suffixes, roots, base-word structures, Anglo-Saxon-, Greek-, and Latin-derived roots) are coded as A-1 items.

Developing an Interpretation (A-2) – Questions at this level assess the ability to extend initial understanding to develop a more complete understanding of what was read. This process may involve linking information across parts of a text as well as focusing on specific information.

Questions that assess this aspect of reading include drawing inferences about the relationship of two pieces of information and determining evidence as support for an action.

Determining a Critical Stance (A-3) – Questions at this level require students to stand apart from the text, consider the entire text objectively, and evaluate its quality and appropriateness. Examining textual content and structures requires critically evaluating, comparing and contrasting, and understanding the effect of such features as irony, humor, and organization.

Length of Passages

WestEd constructs the test forms and includes a range of passage lengths within the grade-level tests. NDE and WestEd believe that it is important for students to have opportunities to read passages of differing lengths as a part of the regular curriculum. Students should have experience in sustaining comprehension with passages of varying lengths. We do not want students to be surprised by the volume of reading required on the state assessment.

The following represent the guidelines for passage lengths for each grade level:

Grade 3	300 – 500 words
Grade 4	300 – 550 words
Grade 5	400 – 700 words
Grade 6	400 – 800 words
Grade 7	500 – 950 words
Grade 8	500 – 1000 words
HSPE	500 – 1200 words

Note: Poetry and functional text typically do not meet these word-count guidelines.

Students should be made aware of the length of the test at their grade level, as well as passage lengths for successive grades. We believe this will allow them to understand, for example, what a 500-word text actually looks like, so they are not overwhelmed on the day of the test when they encounter one of the longer passages.

We hope that interaction with these instructional support materials will lead to lowered anxiety and better understanding of the assessment task that is being presented to students. If you have questions about the reading materials or how to embed this information into your curriculum, please contact Tracy Gruber at tgruber@doe.nv.gov or call (775) 687-9251, and she will work with you on making these documents beneficial to you and your students.

Cindy Sharp
K – 12 CRT/HSPE Consultant
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Name: _____

Reading Grade 4

This booklet contains reading questions for you to answer. There are two types of questions in this booklet. For the multiple-choice questions, you will be given four answer choices—A, B, C, and D. You are to choose the correct answer from the four choices. Each question has only one right answer. The written-response questions require you to give a written response to a question as indicated in the booklet. You will be given a separate sheet of paper to answer these questions.

Read and think about the questions from the checklist below to help you do a good job when you are answering the written-response questions.

4th Grade Written-Response Checklist

Did I think about each question I read?	_____	_____
	Yes	No
Did I use the words in bold print in the question to help me write my answer?	_____	_____
	Yes	No
Did I go back to the reading passage to help complete my answer?	_____	_____
	Yes	No
Did I use details to complete my answer?	_____	_____
	Yes	No
Did I complete all parts of the question?	_____	_____
	Yes	No
Did I write my answer so other people can understand it?	_____	_____
	Yes	No

Imagine spending the entire winter in a deep sleep! Arctic ground squirrels do just that. Read the passage to learn more about the Arctic ground squirrel. Then answer questions 1 through 7.

A Long Winter's Nap

by Karen G. Ballen

The Arctic ground squirrel spends the winter underground.

Winter is long in Northern Canada. Many days, the air is colder than the air in your freezer. Plants can't grow so there are no leaves or grass for animals to eat. They must find other ways to live. The Arctic ground squirrel "sleeps" the winter away.

Not Really Sleeping

For months the ground squirrel has been eating lots of seeds, mushrooms, and berries but she doesn't freeze. Now she is fat. The extra fat will keep her alive through the winter. At last she crawls through a tunnel into the nest she has made. She curls up, wraps her tail around herself, and goes to "sleep." Only she won't really be sleeping. She will be hibernating.

Colder Than Ice

The ground squirrel's body is usually as warm as yours. When she hibernates, her body becomes colder than ice. But she doesn't freeze. Her heart beats just one or two times each minute. She will take only about three breaths each minute.

She won't move, even if someone touches her or shines a light into her eyes. These changes in the ground squirrel's body let her live through the winter.

In the warm season, when the ground squirrel is active, she uses most of the food she eats to make heat to stay warm. When she hibernates, she doesn't need much food.

Staying Well

The ground squirrel will not stay in hibernation all winter. Her body warms up and becomes active for a few hours once every few weeks. Over the winter, these active times use up more than half of the energy that she worked so hard to store. Why does she do this? Scientists aren't sure. Some think Arctic ground squirrels must warm up in case their bodies need to fight off any germs that would make them sick.

A Short Summer

In April or May the squirrel will stop hibernating. She will be skinny because she did not eat anything during the winter. Now she will have just a few months to have babies and fatten up before winter comes again.

"A Long Winter's Nap" by Karen G. Ballen. Copyright © 2004 by Highlights for Children, Inc., Columbus, Ohio. All rights reserved.



Answer the following questions about the passage “A Long Winter’s Nap.”

1 According to the passage, why does the ground squirrel need to eat a lot of food in the summer?

- A Her heart beats very slowly during the winter.
- B The extra fat will be used by her body during the winter.
- C Her body is only active for a few hours in the winter.
- D The extra fat will help her fight off germs in the winter.

2 In which section is there information about how the ground squirrel prepares for the winter?

- A Not Really Sleeping
- B Colder Than Ice
- C Staying Well
- D A Short Summer

3 Which would be the **best** new title for this passage?

- A “Life in the North”
- B “The Arctic Ground Squirrel Gets Ready”
- C “The Ground Squirrels in Hiding”
- D “Spring Comes to Northern Canada”

4 Based on the passage, what does the word hibernates mean?

- A warms up and becomes active
- B crawls through a tunnel into a nest
- C spends the winter in a kind of sleep
- D gathers grass and fur to keep warm

5 Knowing the meaning of the word “fat” helps the reader to know that the word fatten means to

- A get ready.
- B gain weight.
- C gather food.
- D go to sleep.

6 The **main** purpose of this passage is to

- A explain what the Arctic ground squirrel eats in the fall.
- B explain the way that the Arctic ground squirrel builds a nest.
- C describe how other animals help the Arctic ground squirrel.
- D describe how the Arctic ground squirrel stays alive in the winter.

Write your answer to Question 7 on a separate piece of paper. Be sure to answer Parts A and B.

7

Hibernation is very important to the Arctic ground squirrel.

A Describe the changes in the Arctic ground squirrel's body during hibernation.

B Explain why the changes are important to the Arctic ground squirrel.

Use details from the passage to support your response.



Sand sculptures are fun to build, and sometimes they can be great works of art. In this passage, four kids are in a contest to see who can create the best sand sculpture. Read the passage. Then answer questions 8 through 14.

Racing Team

by Arlene Mark

Carter woke up early. This was the day he had waited for all year—The New Year’s Eve sand-**sculpture** contest at the beach.

He pulled on his shorts and raced down to the kitchen, grabbed a granola bar and a banana, and headed toward the beach with a shovel, pail, and spray bottle clutched to his chest.

Sculpture: an object made by carving, cutting, or otherwise shaping

He and Max believed that they would win this year. They had built castles and forts before, but they had a great idea for this year—a sports car!

Max was already at the beach, sitting in a shallow pool of water.

“This is a good spot,” Max said. “There’s lots of squishy, wet sand to build with.”

He picked up a handful and dribbled it over his legs.

“Let’s start,” said Carter.

He began scooping up wet sand with his shovel and dumping it near the pool of water. Then he packed the sand with both hands while Max dumped on more sand and slapped it into a mound.

Other builders slowed down as they passed Max and Carter, looking at the growing mound of sand.

“Nice wall,” said a man carrying a shovel.

“Sports car,” said Carter. “We just started.”

Rising out of the sand nearby were castles, dragons, whales, and mermaids. And right next to the boys, another mound was growing.

Carter peeked around it. “Hey,” he said. “What’s this?”

Two girls were kneeling and packing. “It’s a sports car,” one of them said. Both girls giggled and kept working.

“You can’t build a sports car!” Carter said. “We’re building one.”

“Ours is a convertible,” said the girl with black hair, rounding off a fender.

“But we got here first,” Max said. “You’re copying!”

“No, we’re not,” said the red-haired girl. “We’ve been planning this all year.”

Carter whispered to Max, “Just keep working. Ours will be better.”

“Keep packing, Kate,” said the red-haired girl. “I’ll get more sand for the seats.”

“Good idea, Sophie.”



The hot sun was drying out the sand. Carter grabbed his spray bottle and moistened the car while Max shaped the headlights and the grill with his fingers.

“Look,” Max whispered. “It’s starting to look like a real car.” Carter smoothed the tires. “Yeah, it’s really cool, but let’s hurry. The judging is at two o’clock.”

Max peeked over at the competition. He was startled to see Kate and Sophie peering back at the boys’ car.

Before long, the judges began examining the sand sculptures and scribbling in little notebooks.

“Good ideas,” said a voice.

Carter, Max, Sophie, and Kate were all on their knees, hurrying to add the finishing touches to the cars. They shaded their eyes with their hands and looked up.

“A race,” said the judge. “This is the first time I’ve ever seen a sand sculpture of a race.”

The judge walked away, weaving past other sculptures. Carter, Max, Sophie, and Kate stared at one another, mouths open in surprise.

“Want to?”

“Yeah!”

“Let’s do it!”

“Cool.”

Their hands flew as they quickly formed a racetrack around the cars.

“Your bumpers are really cool,” said Carter. “Can we copy them?”

“Sure,” said Kate. “Can you show us how you made your tires so round?”

“Yeah.” Carter stepped over to the convertible. “You just need to shape them, like this.”

“I’ll smooth out the track,” said Sophie.

“And I’ll put up a finish line,” said Max. He found two sticks and poked them into the sand in front of the cars. Kate strung a ribbon of seaweed between them.

“These are two cool cars,” Carter said.

Before they could say another word, a voice called out, “We have the winner here.” The judge who had admired their work earlier stood beside the cars. “First prize goes to . . . um, I didn’t get the name of your entry.”

Carter spoke. “It’s called. . . . uhhh. . . .”

“Racing Team!” Kate shouted.

“Racing Team it is,” said the judge.

A photographer hurried over to take a picture for the newspaper—two beautiful racing cars and four smiling sculptors.

Answer the following questions about the passage “Racing Team.”

8 Which word **best** describes how Carter feels at the beginning of the passage?

- A eager
- B grateful
- C lonesome
- D confused

9 Why are Max and Carter upset about the girls’ sculpture?

- A The boys think they need more room.
- B The girls are making special bumpers.
- C The boys think the girls stole their idea.
- D The girls are building faster than the boys.

10 Why is “Racing Team” a good name for the sculpture?

- A The children all like to race.
- B The children belong to a racing team.
- C The children act quickly to beat each other.
- D The children work together to finish the cars.

11 What do Kate and Sophie do when Max tells them they are copying?

- A They continue to work.
- B They giggle at the boys.
- C They work on a new idea.
- D They complain to the judge.

12 What is the **main** lesson of the passage?

- A Good things happen if people follow the rules.
- B It is better to prepare than to work without a plan.
- C Working as a team is better than working alone.
- D Thinking of good ideas may take a long time.

13 Read this sentence from the passage.

He picked up a handful and dribbled it over his legs.

What does the word handful mean in this sentence?

- A as high as a hand can lift
- B as much as a hand can hold
- C as fast as a hand can move
- D as far as a hand can throw

Write your answer to Question 14 on a separate piece of paper.

14

Max, Carter, Kate, and Sophie are all working to win the contest.

Explain why the four children decide to build a sculpture of a race. Use details from the passage to support your response.



This story takes place during the American Revolution. A lost dog that belongs to a British general stumbles upon a camp of American soldiers. What will the soldiers do with this “enemy dog”? Read the passage to find out. Then answer questions 15 through 21.

Lost! A Revolutionary Tale

by Marty Crisp

This story is based on true events that occurred during the Revolutionary War. George Washington really did give safe passage to the lost dog of his rival, British General William Howe. It was October of 1777, and Washington and his men had just been defeated by Howe at the Battle of Germantown. Washington had always been fond of dogs. Our first president is thought to have owned more than fifty dogs during his lifetime.

Too much smoke!

The little dog sniffed the ground. She sniffed the air. There was no sign of her master. Her ears rang with the boom of cannon and the *pop-pop-pop* of rifle fire.

Where did all the running feet go?

The black boots of her master’s men had been here just a minute ago. Then they’d disappeared into the smoke, leaving her all alone.

Lost!

The little dog barked. She ran. But she couldn’t hear anyone calling her.

She trotted down a cobbled street in town. Brick houses lined both sides, their shutters latched. No one came to the doors.

The dog kept going, trudging beyond the street and into the woods. Autumn leaves crackled under her paws.

The smoke was clearing now. The signs of battle had ended.

What is that noise?

A wild turkey pecked its way across the trail. The little dog cocked her head. There was another sound up ahead. It was a familiar sound.

People!

She came to a field filled with tents.

Could my master be here?

He usually stayed in a fine house in town, where noisy carriages rolled, *clackety-clack*, down the cobbled streets. But sometimes he stayed in a tent.

The dog’s nose poked through a honeysuckle bush. Her whole head followed. She sniffed deeply. *Something smells wonderful!*

She sniffed harder. There were sausages in a frying pan on a campfire. She licked the end of her nose. Her empty belly hadn’t been filled since morning.

The dog whined softly, then barked.

A man in a ragged blue uniform whirled around at the sound. He raised his musket, then began to laugh. “Come over and see what snuck up on me, boys!”

The men left the campfire and gathered around the dog.

“You’re pretty brave, Sarge,” one man said. He, too, wore blue. His feet were wrapped in dirty rags. “This dog could be a spy!”



The men laughed. One soldier brought over a sausage. The dog crawled out of the honeysuckle bush and wagged her tail.

The man knelt down. He held out the sausage. The dog gulped it quickly while the man examined her collar.

“Who owns her?” asked the sentry.

The man looked, then jumped up and backed away. The little dog wagged her tail again.

Another sausage, please?

“The collar says . . .” The man paused. He gulped. “She belongs to General William Howe.”

“A British dog?” a voice yelled.

“Redcoat mutt!”

So many voices, and they were all shouting at her. The little dog hung her head. She cowered back against the bush.

Then she heard the sound of hoofbeats approaching.

“What’s this?” said a new voice.

A tall man got off a white horse. The dog wagged her tail.

Please be a friend.

“It’s General Howe’s dog, sir.” In the presence of his leader, the man spoke with quiet respect. “It’s the enemy.”

The commander of the Continental Army picked up the frightened dog. “This animal does not look dangerous to me,” he said. He ran his fingers through the dog’s sooty fur.

An angry man in buckskins stepped forward. “Howe sits well-fed in town while we’re sent running through the woods, cold and hungry,” he growled. “I say, we captured his dog—now let’s send a message.”

General Washington did not look up. He scratched the little dog under her chin. She snuggled against his blue jacket.

“We will send a message, Private. We’ll send a message that Americans are men of honor. We will return this dog—who is a dog and therefore no enemy of ours.” Washington spoke firmly. “Make a flag of truce. I will write a note to General Howe.”

General Washington took off his tricorn hat and placed the dog inside. The wool hat felt warm against the dog’s feet. She curled up. “We’ll send the hat along,” said Washington, almost smiling. “She clearly favors American hats.”

As a soldier carried the dog back to Howe, the light was fading. Lanterns winked on in some of the tents. The tired little dog was almost asleep. She didn’t know that she’d met the father of a new country. She only knew that she’d felt safe in the man’s arms.

“Lost! A Revolutionary Tale” by Marty Crisp. Copyright © 2004 by Highlights for Children, Inc., Columbus, Ohio. All rights reserved.



Answer the following questions about the passage “Lost! A Revolutionary Tale.”

- 15** Why does the dog think her master might be in the field filled with tents?
- A The field is where her master lives.
 - B Her master sometimes stays in a tent.
 - C Her master likes tents better than fine houses.
 - D The dog sees her master standing in the field.

- 16** How do the soldiers know that the dog is British?
- A They had met spying dogs before.
 - B She came from the other side of the field.
 - C The collar said she was General Howe’s dog.
 - D She barked at General Washington’s blue coat.

- 17** Which is an example of personification (using words that make something seem human) from the passage?
- A “He ran his fingers through the dog’s sooty fur.”
 - B “An angry man in buckskins stepped forward.”
 - C “The wool hat felt warm against the dog’s feet.”
 - D “Lanterns winked on in some of the tents.”

- 18** Based on the passage, which **best** states what is special about General Washington’s actions?

- A He is caring even though he does not like animals.
- B He is patient even though the dog causes a problem.
- C He is kind even though the dog belongs to his enemy.
- D He is fair even though he knows his enemy would not be.

- 19** Read these sentences from the passage.
- The little dog hung her head. She cowered back against the bush.**

What does cowered back mean in the second sentence?

- A jumped up
- B sniffed deeply
- C trembled in fear
- D barked with anger

- 20** Read this sentence from the passage.
- General Washington took off his tricorn hat and placed the dog inside.**

Knowing the meaning of the prefix *tri-* helps the reader know that the word tricorn means a hat with

- A two sides.
- B three sides.
- C four sides.
- D five sides.

Write your answer to Question 21 on a separate piece of paper.

21

This passage tells about the rescue of a little dog.

Explain the lesson readers can learn from this passage. Use details from the passage to support your response.



Life in middle school can be different from elementary school. This passage has useful tips to help you prepare to start middle school. Read the passage. Then answer questions 22 through 27.

Guide to Starting Middle School (ten great tips)

1. Get ready to get up early.

Your middle school day might start earlier than the elementary school day. Make busy school days easier by sticking to a basic routine the night before. Think about what you're going to wear, pack your lunch and backpack, and ask Mom or Dad to sign any papers for school. Preparing the night before will help you beat the morning rush hour, and you may get to catch some extra ZZZs.

2. Get to know your teachers.

In elementary school you might have had just one or two teachers that you spent all day with and became close to. Now you might have a different teacher for every class. You'll want to get to know each one.

Teachers want to know what you think. Be sure to pick the right time to tell them, like during a class discussion. Ask for help on assignments when you need it—your teachers want you to do well.

3. Pick your classes based on your interests.

Beyond the basics of English, science, and math, you may get to choose one or two other courses to take, such as a foreign language, band, or art.

To learn more about the different classes, ask your new school for a course description book. Feel free to ask teachers or older students any questions you may have. Don't create your schedule based on what your friends are taking. Pick the courses that interest you most.

4. Keep your locker combination in your pocket.

At school, you'll be assigned a numbered locker to store your coat, books, and school supplies in. It's a good idea to write down your locker combination and keep it in a secret place until you know it by heart. If you have trouble opening your locker, someone in the main office should be able to help you during lunch or after school.

5. Ask for help.

If you're having any trouble adjusting to the pressures of middle school, you can—and should—ask for help. Your school counselor will listen to your problem, help you sort through your feelings, explore new ways to solve your problem, and help you decide what to do.

6. Study smarter.

If you do your homework, you'll do better in school. The trick is to make your homework work for you.

If you get an assignment that's a big snore, find a way to make it more interesting. Pretend you're a contestant on a history game show. Imagine you're an actress trying out for a part in your English assignment. Use your imagination and turn your work into play.



7. Find your passion.

Everyone has a passion—something a person has a MAJOR interest in. Middle school can help you find your potential passions in places like clubs. By trying out different groups, you can try out all kinds of different interests—and people—too!

8. Schedule yourself.

So much to do, but so little time to do it in. Homework and after-school activities can take a big chunk out of your day. Pick up where your school schedule leaves off and plan what you have to do after school. Don't forget to include homework! There's a fine line between being active and being over-committed. Make sure you're allowing yourself time.

9. Picture yourself having a good time.

Positive **visualization** is a trick that professional athletes use all the time. If you want to succeed in a given situation, you have to want it, feel it, and see it. If you tell yourself you can do it, you've taken the first step toward making it a reality. Think back to times in your life when you successfully **navigated** new situations. Then remind yourself, "I CAN do this!"

Visualization: a picture made in one's mind

Navigate: to plan, manage, or control events

10. Make new friends.

In middle school, your old friends from elementary school may still be your best friends. But you will also have the opportunity to find new friends.

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Answer the following questions about the passage “Guide to Starting Middle School.”

22

In tip #8, the author warns the reader not to

- A plan too many activities.
- B expect middle school to be easy.
- C explore a wide variety of activities.
- D spend too much time with old friends.

23

The author of this passage uses the headings to help the reader

- A form opinions.
- B compare ideas.
- C find definitions.
- D locate information.

24

Who is the **most** likely audience for this passage?

- A parents
- B teachers
- C students
- D principals

25

Which section of the passage tells the reader how to prepare for each school day?

- A Get ready to get up early.
- B Pick your classes based on your interests.
- C Find your passion.
- D Picture yourself having a good time.

26

Based on the passage, which of the following are middle school students **most** likely to do?

- A start school later in the day
- B keep belongings in a locker
- C spend all day in one classroom
- D follow a schedule set by others

27

Which would be the **best** new title for this passage?

- A “Surviving a Schedule”
- B “How to Study Smarter”
- C “Turn Your Work into Play”
- D “Getting Ready for Changes”

Do you know what a labyrinth is? This passage will not only explain what a labyrinth is, but it will also show you how to make your own! Read the passage. Then answer questions 28 through 33.

Do the Labyrinth Walk!

Discover where the twisting turning path leads.

by Ann Zimmerman


What Is a Labyrinth?

A labyrinth has only one path that twists and turns, meandering back and forth with each circuit. But you won't find tricky turns that lead to dead ends, as in some mazes. In a labyrinth, the single path leads to the center.

If there's no trick to a labyrinth, what's the point? For over four thousand years, labyrinths have been used by cultures around the world. Ancient labyrinths have been found in places such as Greece, Egypt, Ireland, China, and the Americas. In the past, labyrinths have often been used for sacred purposes, such as prayer or meditation. People still use labyrinths for those purposes, as well as to help them relax or think through problems.

Make a Seven-Circuit Labyrinth

Follow these five steps to create your own seven-circuit labyrinth.

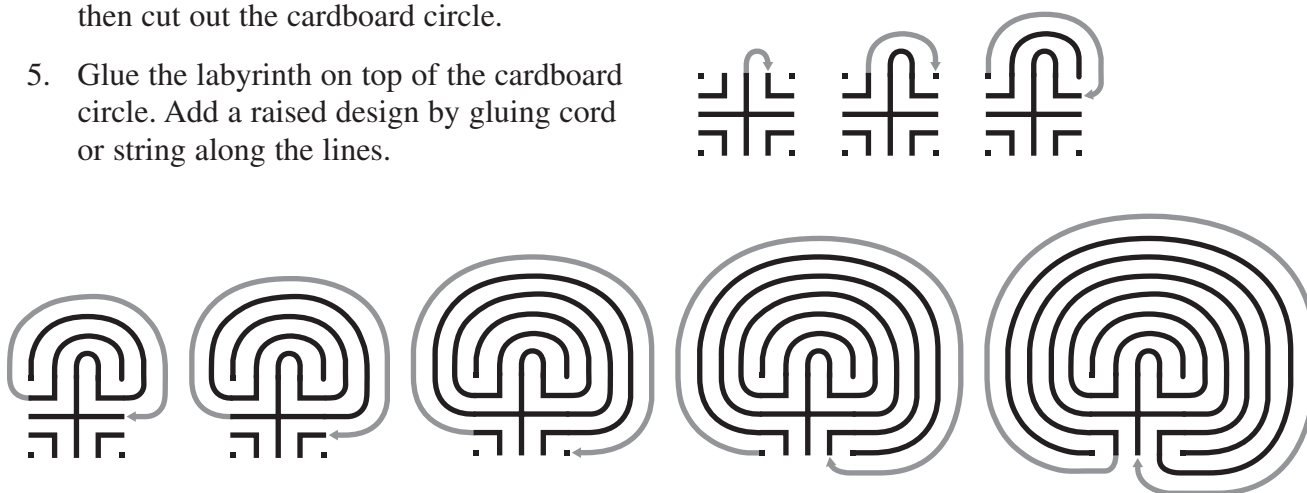
1. Draw this pattern in the center of a sheet of paper. 
2. Practice a few times to perfect your labyrinth-drawing skills. Then draw a labyrinth on a large piece of paper.
3. Follow the arrows to complete your labyrinth.
4. Cut out the labyrinth along the outer circle. Trace around circle on cardboard, then cut out the cardboard circle.
5. Glue the labyrinth on top of the cardboard circle. Add a raised design by gluing cord or string along the lines.

Ways to Use Your Labyrinth

Begin at the opening and follow the path to the center with your finger. Reverse direction to return along the path. "Walking" along the labyrinth may help you

- think through a problem;
- relax before a sports match;
- cheer up when you're feeling sad.

Once you've tried some of these, discover your own ways to enjoy the labyrinth.



"Do the Labyrinth Walk!" by Ann Zimmerman. Copyright © 2004 by Highlights for Children, Inc., Columbus, Ohio. All rights reserved.

Go On 

Answer the following questions about the passage “Do the Labyrinth Walk!”

28 According to step 4, what should you do **next** after cutting along the outer circle of the labyrinth?

- A trace around circle on cardboard
- B follow the arrows to complete your labyrinth
- C glue the labyrinth on top of the cardboard circle
- D add a raised design by gluing cord or string along the lines

29 What does the information in the box tell the reader?

- A what a labyrinth is
- B how to make a labyrinth
- C how a labyrinth is helpful
- D who invented the labyrinth

30 Based on the passage, a labyrinth is **most** like a

- A passageway.
- B calendar.
- C beehive.
- D mirror.

31 Which would be the **best** new title for this passage?

- A “Patterns and Arrows”
- B “From China to Egypt”
- C “Winding and Bending Trails”
- D “From the Beginning to the End”

32 Use this dictionary entry to answer the question.

circuit (ser'kit) *n.* **1.** a group of teams or clubs **2.** a collection of tubes **3.** a path that goes around an area **4.** the path through which electric current flows

Read this sentence from the passage.

A labyrinth has only one path that twists and turns, meandering back and forth with each circuit.

Which meaning of the word circuit is used in this sentence?

- A 1
- B 2
- C 3
- D 4

33 Based on the passage, what does the word reverse mean?

- A to keep going
- B to stop completely
- C to turn around and go back
- D to start from the beginning again



You may want to go back and check your answers or answer questions you did not complete.



GRADE

4

Appendix I

Scoring Support Materials

Nevada

Grade 4

READING

Correct Answers for Multiple-choice Items

Item Number	Correct Answer	Content Cluster	Ability Level
1	B	C3	A1
2	A	C3	A2
3	B	C3	A3
4	C	C1	A2
5	B	C1	A2
6	D	C3	A3
7	*	C3	A3
8	A	C2	A2
9	C	C2	A1
10	D	C2	A2
11	A	C2	A1
12	C	C2	A3
13	B	C1	A2
14	*	C2	A3
15	B	C2	A1
16	C	C2	A2
17	D	C2	A1

Item Number	Correct Answer	Content Cluster	Ability Level
18	C	C2	A3
19	C	C1	A2
20	B	C1	A1
21	*	C2	A3
22	A	C3	A1
23	D	C3	A3
24	C	C3	A3
25	A	C3	A2
26	B	C3	A2
27	D	C3	A3
28	A	C3	A1
29	C	C3	A2
30	A	C3	A2
31	C	C3	A3
32	C	C1	A1
33	C	C1	A2

*Indicates a written-response item. See the following pages for the rubrics and examples of responses.

**Detailed objectives for Content Standards and Ability Levels can be found
on the Nevada Department of Education Website.**

Question: 7

Score	Description
3	Response provides a complete explanation of the changes in the Arctic ground squirrel's body and why these changes are important to the Arctic ground squirrel. Response is supported with details from the passage.
2	Response provides a limited explanation of the changes in the Arctic ground squirrel's body and why these changes are important to the Arctic ground squirrel. Response is supported by limited details (number or quality) from the passage.
1	Response provides a minimal explanation of the changes in the Arctic ground squirrel's body and why these changes are important to the Arctic ground squirrel. Response is supported with few or no details from the passage.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Sample 3-point response:

The Arctic ground squirrel spends several months eating lots of seeds, mushrooms, and berries. She does this so she will gain weight. The fat on her body will be used while she is hibernating. Then she crawls through a tunnel into a nest that she has made. She curls up, wraps her tail around herself, and goes to "sleep." She is not really sleeping—she is hibernating. Now her heart beats much slower and she doesn't breathe as often. This lets her keep warm without needing to eat more food.

Question: 14

Score	Description
3	Response provides a complete explanation of why the four children decide to build a sculpture of a race. Response is supported with details from the passage.
2	Response provides a limited explanation of why the four children decide to build a sculpture of a race. Response is supported by limited details (number or quality) from the passage.
1	Response provides a minimal explanation of why the four children decide to build a sculpture of a race. Response is supported with few or no details from the passage.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Sample 3-point response:

Max, Carter, Kate, and Sophie decide to build a sculpture of a race because they hear one of the judges say, “This is the first time I’ve ever seen a sand sculpture of a race.” Max and Carter were building a race car, and so were Kate and Sophie, so the judge thought they were working together. This gave them the idea of working together to build a track for the two cars to be racing on. They probably thought they would have a better chance of winning if they did.

Question: 21

Score	Description
3	Response provides a complete explanation of the lesson readers can learn from the passage. Response is supported with details from the passage.
2	Response provides a limited explanation of the lesson readers can learn from the passage. Response is supported by limited details (number or quality) from the passage.
1	Response provides a minimal explanation of the lesson readers can learn from the passage. Response is supported with few or no details from the passage.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Sample 3-point response:

The lesson of this passage is that great leaders are kind and understanding. George Washington became the father of our country. This passage shows how he was kind to the dog of his enemy. George understood that the dog was not his enemy. He said, “We will return this dog—who is a dog and therefore no enemy of ours.” When one of the soldiers wanted to send a message to General Howe by doing something mean to the dog, George said no. He said the message they would send would show that Americans are men of honor. He understood that General Howe loved his dog. It was something the two leaders shared because the passage says that George had as many as 50 dogs during his lifetime. He probably thought about how he would feel if it were one of his dogs that was lost. That’s what good leaders do. They think about how other people feel, not just themselves. That is why the dog felt safe in George Washington’s arms.



GRADE

4

Appendix II

Administrative Support Materials

Nevada

Grade 4

READING

Name: _____

Answer Document

Reading

1.	(A)	(B)	(C)	(D)
2.	(A)	(B)	(C)	(D)
3.	(A)	(B)	(C)	(D)
4.	(A)	(B)	(C)	(D)
5.	(A)	(B)	(C)	(D)
6.	(A)	(B)	(C)	(D)
7.	Written Response			
8.	(A)	(B)	(C)	(D)
9.	(A)	(B)	(C)	(D)
10.	(A)	(B)	(C)	(D)
11.	(A)	(B)	(C)	(D)
12.	(A)	(B)	(C)	(D)
13.	(A)	(B)	(C)	(D)
14.	Written Response			
15.	(A)	(B)	(C)	(D)
16.	(A)	(B)	(C)	(D)
17.	(A)	(B)	(C)	(D)

18.	(A)	(B)	(C)	(D)
19.	(A)	(B)	(C)	(D)
20.	(A)	(B)	(C)	(D)
21.	Written Response			
22.	(A)	(B)	(C)	(D)
23.	(A)	(B)	(C)	(D)
24.	(A)	(B)	(C)	(D)
25.	(A)	(B)	(C)	(D)
26.	(A)	(B)	(C)	(D)
27.	(A)	(B)	(C)	(D)
28.	(A)	(B)	(C)	(D)
29.	(A)	(B)	(C)	(D)
30.	(A)	(B)	(C)	(D)
31.	(A)	(B)	(C)	(D)
32.	(A)	(B)	(C)	(D)
33.	(A)	(B)	(C)	(D)

**WRITTEN RESPONSE
READING**

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Keith W. Rheault

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